

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------------|---|
| Inland Leaders Charter | Mike Gordon Executive Director | mgordon@inlandleaders.com 9094461100 |

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal #1 - Retain and train a highly qualified instructional staff that supports high expectations and innovation resulting in high student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>95% retention rates for core teachers staff</p> | <p>95% retention rate attained with 42 out of 44 core teachers retained continuing at ILCS</p> |
| <p>100% of all core teachers credentialed and appropriately assigned</p> | <p>100% of all core teachers credentialed and appropriately assigned.</p> |
| <p>Teacher survey results will indicate a data increase in the professional development results in the following areas: (Percents indicate the percentage of teachers who we desire to respond as "feeling effective" in the different categories) Effective Professional Learning Communities (PLC): results increase to 85% Effective with the use of technology: 85% 21st Century Skills - Effective in teaching critical thinking: 45% - Effective supporting students via technology with students as creators, producers, and global learners: 45%</p> | <p>Teacher survey results indicate an overall increase from the baseline year of 2015-2016 indicated as follows. A few areas indicated some fluctuation in numbers, but there was an overall increase in all categories. Although Professional Learning Communities was slightly under at 81% with the expected outcome of "effectiveness at 85%, the baseline in 2016-2017 was at 58% "effectiveness, as an increase of 23%. For the effectiveness of technology in the classroom, the expected increase was 85%, but the actual increase was 95%. This surpassed the expectation by 10%. Comparatively, the baseline in 2016-2017 was at 76% which is a 19% increase. The expected outcome for the effectiveness in teaching critical thinking was 45% and the actual was 50% meeting the expected outcome. Supporting students via technology with students as creators, producers, and global learners - expected increase to 45% - the actual increase was 40% - Although this goal was not quite met, the baseline in 2015-2016 was at 13%, so an overall increase of 27% was gained.</p> |

| Expected | Actual |
|--|---|
| <p>3% more students proficient in math and ELA on state and 3% or 1 years growth on local benchmarks</p> | <p>Assessments demonstrate little growth from the prior year in math and ELA. State data (CAASPP) (For CAASPP- 2018-2019 scores reported due to Covid-19). Schoolwide -Math: 72.6 % to 72.7% which is a .1% increase -ELA: 72% to 73.3% which is a 1.3% increase SE Disadvantaged Math: 59.59 to 63.32 which is a 3.7% increase ELA: 57.95 to 60.46 which is a 2.5% increase English Language Learners Math 33.3 to 26.9 which is a 6.4% decrease ELA 25 to 26.9 which is a 1.9% increase Hispanic/Latino Math 64.9 to 64.46 which is a .44% - slight decrease ELA 62.91 to 66.87 which is a 3.96% increase Local Benchmarks -Star reading (K-8): average overall growth in reading level at 4.6 to 4.4 which is a -.2 GE growth -Lets Go Learn ELA grade equivalent growth: 1.09 (August to February) Let's Go Learn Math grade equivalent growth: .7 (August to February) ESGI (K) 36% to 83% - 47% gain - (August to February) Assessment data does not demonstrate 3% growth with the exception of one area. All other areas did make slight gains with the exception of one area with a slight decrease. Schoolwide for both ELA and math indicates a slight increase with a tenth percent increase in math and 1.3% increase in ELA. For our Socioeconomically Disadvantaged students, both math and ELA increased with a 3.7% gain in math meeting the outcome and a 2.5% increase in ELA almost meeting the goal. Our EL students had a significant decrease in math with a 6.4% decrease and a slight increase at 1.9%. For our For our Hispanic population, there was a slight decrease in math with a .44% decrease and an increase in ELA that met the 3% outcome of 3.96%. On school-wide benchmarks there were increases in all areas except STAR with a slight decrease. These results indicate growth through February due to COVID 19 school closure. The STAR reading benchmark indicates a .2 decrease. Let's Go Learn indicates an increase of .7 for math and 1.09 for ELA. ESGI made great gains with a 47% increase.</p> |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---------------------|
| Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are: - credentialed -screened, interviewed and observed “teaching in action” prior to hire -participate in PLC with grade level prior to hire (WASC critical need 2) | \$2,788,887 LCFF: EPA LCFF: Unrestricted 1100: Teacher Salaries | \$2,783,639 |
| Targeted training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process including areas of professional learning communities, writing, critical thinking, & 21st-century skills. This will include designated teachers to attend a PLC conference, EL workshops, Write From the Beginning Writing training, & continued support with Thinking Maps. Additionally, the work of Doug Fisher's Visible Literacy, along with John Hattie's effect size research will analyzed in PLCs. (WASC critical need 3) | \$14,750 LCFF supplemental 5210: Conferences 5863: Professional Development 5864: Professional development-other | \$11,077 |
| Refine and edit the performance pay scale and roadmap for non-core teachers and single subject teachers who wish to advance to higher levels of pay through the evaluation system and clearly communicate plan via staff/PLC meetings. Estimated that 3-5 teachers will move columns resulting in increases to teacher salaries. (WASC critical area 1) | \$15,000 LCFF unrestricted 1100: Teacher salaries | \$27,603 |
| Refine the UPGRADE 13.0 for teachers to raise the level of expectation and performance in the areas of professional duties, leadership and curriculum and instruction. | No Cost | No cost |
| Continue to utilize digital benchmark assessments in math and ELA & refine in the area of English Language Arts to clearly align with state standard expectations. Effectively disaggregate unduplicated student data and subgroup data by grade level and school-wide categories. Determine if new assessments or supplemental assessments are required to support student learning in the areas of science and history. | \$20,500 LCFF supplemental 5816: Illuminate 4320: Ed software | \$23,649 |
| Create an assistant principal position to support the needs of unduplicated pupils and their progress in regards to social-emotional needs, motivation, parent training and academic progress. | \$120,000 LCFF supplemental 1311: Certificated Admin 3000: Employee Benefits | \$122,365 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expected costs and expenses for Goal 1 were expensed beyond the budgeted expenses and therefore, there were no excess funds to be spent on other actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation included a combined effort by the school board, administration, and teachers to develop a targeted plan to retain staff and train them for greater success. Overall, goal #1 was successful based on data analysis. Going into the 2019-2020 school year, 95% of all teachers indicated returning to work with all teachers credentialed for the following year. Upgrade 12.0 which supports teacher expectations and performance was implemented with success. Survey results indicate that most teachers are highly satisfied with working at ILCS and they feel valued and appreciated with a 98% rate. Survey data also indicates a positive direction with teachers “feeling effective” in the area of professional learning communities (80%), critical thinking (67%) and creators and producers (35%). The school was in it’s 3rd year of implementing a school-wide benchmark plan and was effective in creating a clear plan with pre and post assessments along with clear timelines and documentation of administration. It is noted that the math benchmark of math is effective, however, English Language Arts (ELA) may need some additional analysis, to examine the effectiveness of the assessments being used and data to support it. Additionally, over 40 hours of professional development occurred as evidenced by a school-wide professional development calendar, team lead weekly notes, and innovation day agendas. The core professional development included, but was not limited to, focused PLC & data training, Thinking Maps and Write From the Beginning. Professional development also included reading, technology, English Language, Learners, & math training. Teachers attended various conferences to support student achievement. The Pillars of Success was successfully implemented with three teachers advancing to master teacher. Adjustments were made to the Pillars Guide with ILCS board approval. The new guide was shared with staff through PLC’s. There is a need to continue this process to familiarize the staff with the Pillar’s document and make some adjustments for Special Education and other departments.

Goal 2

Goal #2 - Effective use and access of technology in every class to improve student achievement and 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>2019-2020 -Technology (chromebooks/iPads) replacement plan in place to include a stock of 20 Chromebooks on site.</p> | <p>According to technology records, 14 computers were deemed defective and were replaced with Chromebooks. A total of 18 were purchased as "back up" computers to replace defective devices. 15 new iPads were purchased to replace 15 defective iPads.</p> |
| <p>2019-2020: Schoolwide benchmark refinement and analysis of assessment usage and monitoring of timelines and implementation: Data usage refinement and monitoring: 100% of all benchmarks administered using online technology.</p> | <p>Schoolwide benchmarks expectations are in place with a clear calendar which includes assessments given with timelines. Pre and post assessments are an expectation at all grade levels. All grade levels administered school wide benchmarks. Results are recorded on a schoolwide document with scores indicating administration. Teachers met regularly in professional learning communities to discuss data results focused on student learning. TK - K used ESGI. First - second grade administered Let's Go Learn in both ELA & Math. First - sixth grades administered the STAR & Pearson assessment in ELA and Pearson in math. Seventh and eighth grade teachers administered the STAR assessment, and third through eighth grade administered IAB's.</p> |
| <p>Three percent more students proficient in math and ELA on state and 3% or 1 year growth on local benchmarks on the STAR, Lets Go Learn, Pearson, and ESGI assessment systems.</p> | <p>ILCS believes that the effective use of technology in classes should translate into improvements in student achievement scores. State data (CAASPP - 2018-2019 data reported due to Covid-19). Schoolwide -Math: 72.6 % to 72.7% which is a .1 % increase -ELA: 72% to 73.3% which is a 1.3% increase SE Disadvantaged Math: 59.59 to 63.32 which is a 3.7% increase ELA: 57.95 to 60.46 which is a 2.5% increase English Language Learners Math 33.3 to 26.9 which is a - 6.4 decrease ELA 25 to 26.9 which is a 1.9 increase Hispanic/Latino</p> |

Math 64.9 to 64.46 which is a .44% - slight decrease
ELA 62.91 to 66.87 which is a 3.96% increase
Local Benchmarks -Star reading (K-8): average overall growth in reading level at 4.6 to 4.4 which is a .2 GE growth
-Let's Go Learn ELA grade equivalent growth: 1.09 (August to February)
Let's Go Learn Math grade equivalent growth: .7 (August to February)
ESGI (K) 36% to 83% which is a 47% gain - (August to February)
3% more students proficient in math and ELA on state assessments and 3% growth or one-grade level on local benchmarks.
Assessment data does not demonstrate 3% growth with the exception of one area. All other areas did make slight gains with the exception of one area with a slight decrease.
Schoolwide for both ELA and math indicate a slight increase with a tenth percent increase in math and 1.3% increase in ELA. For our Socioeconomically Disadvantaged students, both math and ELA increased with a 3.7% gain in math meeting the outcome and a 2.5% increase in ELA almost meeting the goal. Our EL students had a significant decrease in math with a 6.4% decrease and a slight increase at 1.9%. For our Hispanic population, there was a slight decrease in math with a .44% decrease and an increase in ELA that met the 3% outcome of 3.96%. On school-wide benchmarks, there were increases in all areas except STAR with a slight decrease. These results indicate growth through February due to COVID 19 school closure. The STAR reading benchmark indicates a .2 decrease. Let's Go Learn indicates an increase of .7 for math and 1.09 for ELA. ESGI made great gains with a 47% increase.

| Expected | Actual |
|---|--|
| <p>Teacher survey data to indicate improvement results in the area of technology and 21st - century skills. Feeling effective using technology - 85%</p> <p>Feeling effective using 21st - century skills (collaboration, critical thinking, the use of technology, personalized instruction, students as creators, producers, & global learning) - an average of 45% combined.</p> | <p>Teacher survey indicates improved results in the area of technology and 21st-century skills. 94% of teachers indicated feeling effective using technology meeting the outcome of 85% with a 9% gain. 47% of teachers indicated feeling effective using 21st-century skills (collaboration, critical thinking, the use of technology, personalized instruction, students as creators, producers, & global learning) meeting the expected outcome of 45%.</p> |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------|
| <p>Replace iPad/Chromebooks for Kindergarten – 8th grades students where needed. Provide a "stock" of devices in the event devices become disabled or inoperable.</p> | <p>\$12,000 LCFF unrestricted 4420: Computers</p> | <p>\$15,207</p> |
| <p>Continued training for teachers to integrate 21st century skills, the effective use of technology, and refining the digital benchmark system. (WASC critical area 3)</p> | <p>\$4,500 LCFF unrestricted 5210: Conferences 5863: Professional Development</p> | <p>\$9,582</p> |
| <p>Further expand WiFi and Chromebook devices for checkout to families on as a needed basis. (WASC critical area 3)</p> | <p>\$5,000 LCFF: supplemental 4400: Noncapitalized equipment 5910: Internet</p> | <p>\$18,558</p> |
| <p>"2nd" session instruction for all 3rd grade students (1 hour a week) in the area of integrating writing, technology, and college/career research synced with the schoolwide Eight Key Strategies. (WASC critical area 3)</p> | <p>\$10,000 LCFF unrestricted 2200: classified support 5854: Consultants other</p> | <p>\$7,096</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expected costs and expenses for Goal 2 were expensed beyond the budgeted expenses and therefore there were not excess funds to be spent on other actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, the actions and services to achieve the effective use and access of technology in every classroom to improve achievement and 21st-century skills was successful. Teachers were trained in Thinking Maps and were in the 2nd full year of implementation which addressed critical thinking. Three lead teachers were trained in Write From the Beginning and Beyond (WFBB) in the trainer of trainer model. Teachers were then trained in setting the stage and narrative writing. Both of these training were targeted to support our 21st century skills goal in the areas of critical thinking and writing. Survey work indicated that 47% of teachers felt effective using 21st century skills which was just shy of our goal at 50%. As for technology use, we were also close to our goal of 85% with 82% of our teachers indicating they are effective in integrating technology in the classroom. Schoolwide benchmark expectations were put in place with a clear calendar which included digital benchmarks with specific timelines. Pre and Post assessments were an expectation for all grade levels. Results were recorded on school wide document. Second session for all 3rd grade students in the area of integrating writing and technology was successfully implemented. The Looking Glass Project did not happen as the team decided not to move forward with this action. Overall, stakeholders agree that the school made great progress toward its goal directed at 21st-century skills and technology to solve real-world problems and train students to harness the power of technology to enhance their classroom learning.

Goal 3

Goal #3 90% of all students demonstrating proficiency in math, ELA, and science on standardized assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

7

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| 3% more students proficient in math, ELA and science on state and 3% or 1 years growth on local benchmarks | Data indicates slight positive gains on both state and local benchmarks. Assessments demonstrate little growth from the prior year in math and ELA. |

State data (CAASPP) Schoolwide -Math: 72.6 % to 72.7% which is a .1% increase -ELA: 72% to 73.3% which is a 1.3% increase SE Disadvantaged Math: 59.59 to 63.32 which is a 3.7% increase ELA: 57.95 to 60.46 which is a 2.5% increase English Language Learners Math 33.3 to 26.9 which is a - 6.4 decrease ELA 25 to 26.9 which is a 1.9 increase Hispanic/Latino Math 64.9 to 64.46 which is a - .44% - slight decrease ELA 62.91 to 66.87 which is a 3.96% increase Local Benchmarks -Star reading (K-8): average overall growth in reading level at 4.6 to 4.4 which is a - .2 GE growth -Let's Go Learn ELA grade equivalent growth: 1.09 (August to February) Let's Go Learn Math grade equivalent growth: .7 (August to February) ESGI (K) 36% to 83% - 47% gain - (August to February) 3% more students proficient in math and ELA on state assessments and 3% growth or one-grade level on local benchmarks. Assessment data does not demonstrate 3% growth with the exception of one area. All other areas did make slight gains with the exception of one area with a slight decrease. Schoolwide for both ELA and math indicate a slight increase with a tenth percent increase in math and 1.3% increase in ELA. For our Socioeconomically Disadvantaged students both math and ELA increased with a 3.7% gain in math meeting the outcome and a 2.5% increase in ELA almost meeting the goal. Our EL students had a significant decrease in math with a 6.4% decrease and a slight increase at 1.9%. For our Hispanic population there was a slight decrease in math with a .44% decrease and an increase in ELA that met the 3% outcome of 3.96%. On school wide benchmarks there were increases in all areas except STAR with a slight decrease. These results indicate growth through February due to COVID 19 school closure. The STAR reading benchmark indicates a .2 decrease. Let's Go Learn indicates an increase of .7 for math and 1.09 for ELA. ESGI made great gains with a 47% increase.

| Expected | Actual |
|---|---|
| 3% more students proficient in math and ELA on state and 3% proficient or 1 years growth on local benchmarks | English Language Learners Math 33.3 to 26.9 - 6.4 decrease ELA 25 to 26.9 - 1.9 increase Assessment data does not indicate a 3% increase for both math and ELA. For math there was a decrease of 6.4% and for ELA a slight increase of 1.9%. |
| Increase student proficiency rate for socioeconomically disadvantaged students (SED) - 3% more students proficient in math and ELA on state and 3% or 1 year growth on local benchmarks | SED (Disadvantaged) Math: 59.59 to 63.32 which is a 3.7% increase ELA: 57.95 to 60.46 which is a 2.5% increase Assessment data shows a 3% increase for our socioeconomically disadvantaged students in math at 3.7% and an almost 3% increase in ELA at 2.5%. |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------|
| Refine and revise curriculums being used and the effectiveness of the programs through the use of achievement data. Purchase new intervention materials necessary for student growth including subgroups of EL and socioeconomically disadvantaged students. (WASC critical area 2) | No cost | No cost |
| Provide targeted and focused professional development to core teachers to provide a greater depth of understanding and implementation of the common core standards specifically in the area of critical thinking, writing, & 21st century skills identified as a need in teacher survey results and student achievement data. | \$9,600 LCFF Unrestricted LCFF 5863 LCFF 5210 | \$18,915 |
| Provide high quality interventions that demonstrate marked improvements in student achievement through data analysis and decrease subgroup achievement gaps through the use of core teachers before school or after the lunch period. | \$10,500 LCFF: supplemental LCFF 1400: Certificated extra | \$23,888 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------|
| Continue to purchase and analyze the effectiveness of the benchmark assessments, particularly the pre-post assessments for growth over time and the curriculum assessments administered to monitor student progress and inform instruction aligned to CAASP, the state level assessment with a clear plan in place. The 2019-20 school year will focus on the gathering and analysis of subgroup and unduplicated pupil group data. | \$19,500 LCFF supplemental LCFF: 4320 LCFF: 5878 LCFF: 5816 | \$40,649 |
| Summer school classes extended to non-charter school students in the local district through the use of grants, volunteers and local partnerships. | \$55,000 LCFF supplemental 1920: Other certificated: summer 2940: Other classified: summer | \$0.00 |
| Purchase of supplemental resources required for Next Generation Science Standards and create curriculum maps and continue professional development for teachers. (WASC critical area 4) | \$8,500 LCFF unrestricted 4200: Books and other reference materials | \$9,990 |
| Administration along with English Language Learner/SES support staff member/s will create a plan to support improved student achievement. (WASC critical area 1) | \$7,500 LCFF: supplemental 1101: Teacher Stipends | \$0.00 |
| Continue to focus on strategies using educational software to support students in the areas of listening/speaking, reading, and math on the CAASPP to improve student achievement for specifically unduplicated pupils. | \$43,000 LCFF supplemental 4320: Ed Software | \$39,974 |
| Create a part-time reading intervention position for students in kindergarten through 2nd grade to provide services to at-risk readers and primarily unduplicated student groups. | \$16,000 LCFF supplemental 1150: Intervention | \$14,578 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted items such as Summer School for non-charter students in Goal 3 that were not expensed were moved to provide interventions for students during the regular school year. Other items not expensed were moved to the general fund to support on-going instructional goals.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, a concerted effort was made to reach the school's 90% proficiency goal. Overall, state proficiency scores have continued to progress in a positive direction toward the schools 90% proficiency goal toward meeting the 3% outcome expectation in all areas with the exception of our English Language Learners in the area of math. The increases were as follows from 2017-2018 to 2018-2019. For math an increase of one-tenth % increase (72.6% to 72.7%) and for ELA a 1.3% increase from 72% to 73.3%). For English Language students, math scores showed an decrease of 6.4% (33.3% - 26.9%) and a slight increase of 1.9% (25% - 26.9%). Socioeconomically disadvantaged students showed an increase in math by 3.7% (59.5% to 63.3%) and for ELA an increase by 2.5% (57.9% to 60.4%). Although state assessment data did not show 3% growth, the school made significant gains the previous year with overall gains of 8% for math and 6% for ELA.

Data was analyzed consistently by teachers and administration consistently in Professional Learning Communities as evidenced by lead teacher notes and administration agendas. Academics gains made on benchmark assessments indicates the effectiveness of the curriculum. Fastforward, a web-based intervention program, was purchased for English Learners and struggling students to support language and reading instruction. The current curriculum in mathematics has a great intervention system in place as evidenced by current math scores. Targeted professional development was provided to teachers. Professional development was focused on Write From the Beginning and Beyond (WFTBB). This was evidenced in Professional Learning Communities and classroom lesson observations and classroom walls. The implementation of Thinking Maps continued. Both Thinking Maps and WFTBB support the 21st century skills in the area of critical thinking and writing which was indicated as a need in teacher survey results. Professional development also included Professional Learning Community (PLC) English Language Learner, Technology..... High quality interventions were provided through March. Grade level benchmarks were refined to include a pre and post assessment for growth over time. It is recognized that there may be a need for a refined ELA benchmark and that our current data systems do not capture data for socioeconomically disadvantaged students on local benchmark assessments. Further work may be needed here. Summer schools as offered in 2019 with 98 students participating, 12 in each grade level. Data driven decisions were made for enrollment. It was noted that the effectiveness of summer school must be tracked through the lens of student achievement. The summer school administrator presented data which showed student achievement. As for Next Generation Science Standards, the curriculum was purchased for implementation. A staff member has been designated to support the EL coordinator with assessments, program compliance, and direct support to students. The EL support staff member administered the English Language Proficiency Assessment (ELPAC) to all EL students and ensured program compliance. A part time reading intervention teacher was hired and supported students in Kindergarten through 2nd grades.

Goal 4

Goal #4 Ensure all sites have a positive and safe school culture focused on high standards for all stakeholders with an intentional focus on leadership.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

5

6

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| 2019-2020: Decrease the number of students suspended to 8 | The student suspension rate was met with only 6 students suspended compared to 8 the previous year. |
| 2019-2020: Increase student attendance rates to 97.5% | For the 2019-2020 the student attendance rate ended at 96% We did not meet our goal due to COVID 19 as the year shifted in March. |
| Parent Survey: Increase the percent of of parent satisfaction to 96% | Parent satisfaction survey indicates 98% of parents are completely satisfied with the program. |
| Utilizing the Illuminate data tracking system, the percentage rate of major behavior student incidents will be reduced by 5% | For major incidents, we did meet our goal with a decrease by 5%. In fact the incidents decrease by almost half with 11 incidents the year before, to 6 major incidents this current school year |
| Number of students turning in service projects that have met the requirements – Increase by 5% | Participation in service-learning projects was not met due to the COVID 19 closure of schools and going to distance learning. |
| Student survey results of kindness and behavior toward on another - increase results by 5% from the previous year. | The outcome of students' perception of kindness toward each other and students being well behaved was met for 2019-2020: Elementary level: 76% of students indicated that students are kind to another. The previous year was 71%. 66% of students indicated that students are well behaved. The previous year was 61% Middle School: 70% of students indicated that students are kind to one another. The previous year was 57%. 61% indicated that students are well behaved. The previous year was 42%. |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---------------------|
| Summer committee meeting to refine schoolwide PBIS ROAR program phase 3. Continue to Implement actions and services based on prior PBIS data. | \$3,000.00 LCFF unrestricted 1102: Teacher stipends | \$53 |
| Communicate schoolwide high expectations via Parent Square, parent conferences, and teacher websites with a calendar plan in place. | \$2,650 LCFF unrestricted 5310: Services and other operating expenses | \$2,400 |
| Provide support staffing for subgroups and unduplicated students in the form of health services at each school site, counseling services, and student leadership coaches. | \$83,500 LCFF supplemental 1170: Non core certificated: \$35,500 duplicated costs 2204: Counselors 5580: Student health services | \$89,061 |
| Continue to implement a global service project for the entire student population to support education and social issues in a global context. | \$5,000 LCFF unrestricted 5830: Field trips 4000: Books and materials | \$0.00 |
| Provide weekly survey, Illuminate reports to students in the areas of discipline and behavior which will promote actions to improve culture. Implement a process to include students as part of the decision making process concerning school culture (i.e. leadership, student behavior) driven by data. Culture/Middle School (WASC / critical area 5) | No cost | No cost |
| Refine position of leadership coach to coordinate schoolwide leadership initiatives regarding our student to student concerns of kindness & respect toward one another, overall student behavior along with further developing & matriculating the Brainiac's with Heart Program. (WASC critical area 5) | \$35,500 LCFF supplemental 1170: non core certificated: duplicated | \$52,573 |
| Continue to create areas and spaces for students to improve their physical areas, including major maintenance projects to include flooring replacement at BSC and bathroom remodels at the CSC location. (WASC critical area 5) | \$125,000 LCFF unrestricted 6100: Sites and improvement of sites | \$145,142 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses exceed budgets for this goal, but budgets not expensed were due to COVID related issues including school closure. Any expenses not incurred were used to support remote instruction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, our actions & services to meet goal 4 were effective. For our ROAR program, a month was spent at the beginning of the year to clearly articulate with students what ROAR means and represents and ILCS. Classes set behavior goals. Lead teachers did not meet over the summer, however, a core team met to roll out and implement an extension of ROAR through the House program. Teacher surveys do indicate that teachers' perceptions that students are well behaved in their classroom has increased from 95% in 2018 to 98% in 2019. Clear and consistent messages were sent by the administration & teachers sent out messages regarding our schoolwide expectations via Parent Square, parent conferences, and teachers' websites. The administration team also held Student Contract Accountability Team (SCAT) meetings for families needing support in this area along with new student orientation for families. Our leadership coach facilitated schoolwide leadership initiatives including the Brainiacs with Heart Program. This position is also at the beginning stages of lending support to families that have consistently been called to meet with our SCAT Team. Students were included in our decision-making process via student survey, student council, meeting with administration, and through leadership classes with the leadership coach. A school in Africa Ghana has been adopted by our school in grades TK-8th.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Contract with cleaning services or additional custodians to provide additional cleaning and disinfection | \$ 30,000 | \$ 18,666 | N |
| Increase in classified hours for site health tech support | \$ 10,000 | \$ 0.00 | N |
| Extend more contracted hours for nurse support at both sites | \$ 15,000 | \$0.00 | N |
| Hiring of one extra teacher to support independent study students who have opted to leave the site-based program while the Covid-19 Pandemic continues. | \$ 40,000 | \$ 24,595 | N |
| Outdoor tents, shades, desks, and tables to promote social distancing for instructional purposes. | \$ 10,500 | \$ 19,054 | N |
| Extended hours for student coaches to provide additional student support in classrooms for hybrid instruction during live sessions. | \$ 50,000 | \$ 53,400 | Y |
| New student coach to provide increased support in the classrooms and playgrounds for in-person instruction | \$ 12,600 | \$ 2,305 | Y |
| Wash basins at the sites to provide additional areas for hand washing | \$ 14,000 | \$ 19,993 | N |
| Various supplies and equipment needed to support the safety and cleaning of the schools in preparation for in-person classes | \$ 25,000 | \$ 45,881 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantive differences are apparent for different actions that were originally planned to support school cleaning and disinfecting efforts that were able to be achieved by school personnel rather than third-party providers or additional hiring of employees. Extra nurse support was also not required as many students who had illness issues were on Distance Learning rather than on-site. One extra teacher was hired to support independent study students who transferred out of the site-based program and the teacher was new to the profession and in term was not requiring higher compensation. The school invested almost twice as much as expected in outdoor equipment to support social distancing as a full return to in-person instruction was not anticipated to happen early in the school year (September 14, 2020). Other substantive differences involved the need for far more PPE and disinfecting supplies to keep the schools safe starting in September.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-Person instruction is one of the greatest successes at ILCS due to the fact that in-person instruction was approved by the county health department as part of our “re-opening plan” and students returned to school in some form on September 14, 2020. Students were divided into small groups called cohorts in order to maintain safety protocols and students attended at least 50% of their instructional time on site. By April 6, 2021, all students were offered a 4-day instructional week with one day of distance learning in grades TK-8. Challenges regarding in-person instruction included the large amount of PPE, testing protocols, contact tracing and accountability measures to prevent the spread of COVID-19.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| New computers and accessories provided to instructional staff to support distance learning. | \$65,000 | \$ 70,850 | N |
| New Chromebooks and iPads for students along with accessories such as protective covers and warranties | \$108,000 | \$ 109,226 | Y |
| Hotspots to provide internet access for families in need | \$5,000 | \$ 2,790 | Y |
| Educational software, licenses, and subscriptions for distance learning | \$15,000 | \$ 7,598 | N |
| Miscellaneous technology equipment including tripods, webcams, document cameras, microphones, headphones, standing desks | \$16,000 | \$18,054 | N |
| Professional development supplies and webinars for staff to improve Distance Learning | \$5,000 | \$1,166 | Y |
| Increase in hours for current support staff to help with hybrid classes that contain in person and online students simultaneously | \$20,000 | \$ 0.00 | N |
| Stipends for teachers to provide in-person and site-based instruction simultaneously | \$15,000 | \$ 11,370 | N |
| New position as a hybrid teacher to support students who are not on-site due to COVID-19 related issues | \$58,000 | \$ 57,421 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences occurred except that anticipated costs were less than budgeted, especially since the school chose not to increase classified support staff hours as opposed to hiring new “associate teachers” to support the hybrid program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The ILCS Distance Learning Program was developed by administration in a quick and expedient manner amidst the Covid-19 Pandemic. The program was termed “I-School” and parents and faculty praised the design and implementation of our unique distance learning system. The greatest challenges included the at-home support of technology issues and troubleshooting that stretched our current staff to be available beyond the normal school tasks. Other challenges included the fact that students and families would travel for extended periods of time and participation was not as strong as desired. Special Education students and staff experienced a large challenge of trying to provide modifications and accommodations for students while on the “screen.” Overall, ILCS experienced a large amount of success in pivoting to a full Distance Learning program within one day of the school closing.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Reading intervention specialist to provide literacy sessions for students online and in-person | \$14,000 | \$ 16,965 | Y |
| Online tutoring services for students through FEV | \$20,000 | \$ 10,000 | Y |
| Increase of online intervention software programs such as Fast Forward to support English Learners and literacy needs | \$20,000 | \$ 10,697 | Y |
| Math intervention specialist to provide intervention sessions online | \$1,200 | \$ 543 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|---|-------------------------------|--------------|
| Provide professional development for our student coaches to provide paraprofessional instructional supports | \$5,500 | \$ 0 | Y |
| Counseling services for mental health support online | \$5,500 | \$ 3,922 | Y |
| Expand summer school (July 2021) with increases in staffing and materials to support larger numbers of students | Expand summer school (July 2021) with increases in staffing and materials to support larger numbers | \$ 27,908 | Y |
| Stipends for teachers to provide instructional support and interventions during traditional break periods during the fall and winter | \$15,000 | \$ 12,880 | Y |
| Utilize student coaches in the classrooms to support at-risk students on a daily basis | \$50,000 | \$ 0.00 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Substantive differences include the fact that Summer School demand on the part of parents was not as high as forecasted and only half of the Summer School budget was expended. In addition, the amount of online tutoring hours and online interventions was not expended based on student participation. Also, student coaches were not utilized in the classrooms as the school decided to hire student teachers after they successfully completed their university assignment as “associate teachers” to support students in the classes and online.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes - A concerted effort was made to return students to seat based instruction with proper safety measures due to the pandemic. In September, the majority of students, approximately 85%, returned to seat based instruction with a modified schedule. The TK-2nd grade classes operated with an a.m./p.m.

with students in class for 2.5 hours and the rest of instructional minutes with at home expectations as well as asynchronous assignments. Our 3rd-6th grade program operated a hybrid rotation of Monday and Tuesday, distance learning Wednesday for all students, or Thursday and Friday. A distance learning only option was offered for all grades. By April, 1st - 8th grades returned Monday - Thursday for 4.5 hours with full distance learning on Friday for all students. Professional Learning Community (PLC) meetings have been held weekly to address student's academic needs. Trimester data continues to be analyzed by administration and discussed with grade levels. Student Success Team meetings have been held throughout the year to address academic concerns via zoom. Administration has monitored and tracked student attendance issues or student not completing their work. Follow-up phone calls and notices have been sent to families. Some challenges have been scheduling, following state mandates, and class sizes to allow all students in class for a regular school day schedule.

For our 1st grade students, data reveals that students have not performed as well when compared to previous years. 1st graders only made an average gain of 3 months (.3) from August to February compared to the previous 3 years 2017-2019 an average gain of 8 months (.8). For our 2nd graders, students made an average gain of 5 months (.5) for 20-21 compared to the past 3 years, 2017-2019, which was an average gain of 1 year (1.0).

To mitigate the loss 6 resident teachers (previous student teachers) were hired to academically support students through interventions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Steve:

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

ILCS launched the 2020-21 school year on full Distance Learning on August 17, 2020. All families updated contact information through our online student information system prior to the start of school, and office clerks verified all submissions. The school also utilized ParentSquare®, which is an online platform and application to send out announcements and private messages.

ILCS used Zoom® as the platform for online learning. All students and staff were provided an account. Students were able to pick up school devices for home use, and Back to School Night was hosted via

Zoom. Students struggling to secure dependable internet access were offered hotspots.

Once daily instruction began, students were to attend two live lessons each day in TK-6th grades, and 4 live lessons in 7th-8th grades. Any students who did not show up for remote learning were marked absent, and teachers contacted parents via ParentSquare. If a teacher was unable to make contact, and the particular student missed two more days, a form was submitted to alert site administration. Site administration would then call home to make contact. If contact could not be made, site administrators would go to the home of the student to inquire about the student's absence.

On September 14, 2020, ILCS opened its campuses to onsite learning. About 90% of the students in TK-6th grades joined the site, making pupil engagement much easier. If a student was marked absent, an automatic message was sent to parents. This prompted parents to call and excuse any absences. If a student was absent for three consecutive days with no understanding of the reason, site administration would call to ensure the student is safe, and make a plan for re-engagement.

As middle school continued full-time remote learning, three onsite cohorts were set up based on California's allowance to service "acute needs" onsite. Students suffering learning loss, and those under-qualified demographics, were invited to the school site four days a week. This offering helped support individuals with poor attendance and/or poor academic performance. These "acute needs" groups help remedy 7th-8th grade attendance issues until April 6, 2021, which is when all 7th-8th grade students were able to join the school onsite for full on-campus instruction.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School nutrition services was an immense challenge based on the fact that experienced staff resigned from their positions amidst a difficult operational year. School lunches continued to be provided every day through a "grab and go" program for students. Hot and cold lunches continued to be provided on the school menu and parents had the flexibility to pick up their lunches for students who attended another school site.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contribut |
|------------------|---|----------------------|-------------------------------|-----------|
| School Nutrition | New freezer and stove to provide additional storage and cooking capacity for the lunch program. | \$10,000 | \$18,043 | N |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

ILCS was not anticipating higher costs of kitchen equipment at the time of budget development.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

LCAP goals have been developed through the close examination of the in-person and Distance Learning programs that the school developed during the Pandemic season. The first goal of the LCAP is to develop innovative practices and the actions and services rely heavily on the evolution of the I-School (DL program). The results of I-School were so evident that the first goal of the LCAP is to refine and develop an on-going hybrid learning program that will provide another choice for students in our small community. In addition, the school recognized the need to intentionally focus on mental health-related issues and services for students in Goal 3 of our LCAP due to the Pandemic and isolation from others at times. Other actions and services of the LCAP note that student learning can be maintained and monitored closely with highly trained teachers and the need for more professional development in the areas of 21st-century skills classroom instruction, critical thinking, and interventions for English Learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed through the school's current intervention processes that include parent conferences, analysis of local and state assessments, Student Success Teams, special education evaluations, social-emotional counseling, and on-going tutoring. Teachers and students who determine a student has a need for higher-level support beyond the teacher are referred to the school's success teams which determine actions and services appropriate to support the individual student.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences in actions and services planned versus those actually implemented involve the school's pivot from full distance learning from March 2020 to in-person instruction on September 14, 2020.

This shift in instructional model resulted in new plans and actions that needed to be implemented versus previous plans that were based on distance learning.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Stakeholders have closely reviewed, discussed, and analyzed the 19-20 LCAP and 20-21 Learning Continuity and Attendance Plan to develop the 21-22 through 23-24 LCAP. Specifically, stakeholder surveys reveal the need to improve middle school services for students and staff to improve positive school culture due to the prolonged closure of on-site learning until April 6, 2021. This long period of distance (Zoom only) learning meant students and staff felt disconnected and the feeling of being unable to perform at their highest levels. Therefore, the new LCAP includes various actions and services to address the middle school issues. In addition, the former LCAP was focused on the acquisition of technology, but the new LCAP is designed to focus on the implementation of innovation using technology for hybrid purposes as recorded in our Local Continuity and Attendance Plan. Finally, the second goal in our new LCAP has been designed to continue the work of our Continuity Plan in the area of mitigating and supporting student learning loss.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact

the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov. (<mailto:lcff@cde.ca.gov>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil

engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------------|---|
| Inland Leaders Charter | Mike Gordon Executive Director | mgordon@inlandleaders.com 9094461100 |

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Inland Leaders Charter School (ILCS) is a transitional kindergarten through 8th grade site-based charter school in the heart of the City of Yucaipa in San Bernardino County operating at two separate sites: Bryant Street Campus (BSC) and California Street Campus (CSC). ILCS opened in August of 2007, with a total of 199 students and is devoted to its mission of "creating 21st century leaders." The school currently has approximately 1000 students enrolled and a waitlist of over 600 students. Enrollment is open to any student through a random public drawing each spring. ILCS continues to keep its class sizes low with approximately 24 to 1 in kindergarten through third grade. ILCS limits its site based class sizes to approximately 26 students in the fourth through eighth grades, which is highly attractive to many families. In addition to the site based students, ILCS maintains an independent study option for students whose parents wish to keep them at home for their education, but desire a solid curricular program. Currently, there are approximately 80 students enrolled in the full-time independent study program. Pre-pandemic, ILCS offered a compulsory second session electives program for grades third through eighth exposing students to a variety of extracurricular activities along with a myriad of non compulsory, choice electives for grades kindergarten through eighth and will continue post-pandemic. ILCS also offers a sports program which includes basketball, baseball, softball, football, soccer, track & field, cross country, & volleyball. Special education services are delivered through a full inclusion model at Inland Leaders and is overseen by the El Dorado SELPA.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Inland Leaders is most proud of the school offering in-person instruction during the COVID-19 pandemic despite the majority of the state only offering distance learning. When the department of Public Health offered a waiver, the school immediately applied and was accepted. The door opened for in-person instruction on September 14, 2020 with approximately 85% of students on campus. A successful hybrid program has been in place from the day of opening. TK - 2nd grades offered an a.m. / p.m. schedule of 2.5 hours of daily instruction Monday - Thursday coupled with at home learning and full distance learning on Fridays. 3rd - 6th grades offered a Monday and Tuesday or Thursday and Friday full day choice with Wednesday full distance learning. A full distance learning choice has been offered for those families not wanting any on campus instruction. Middle school remained distance learning, however in response to student survey data, acute needs groups were formed and approximately thirty students attended four days a week for support. In order to align the two campus schedules on April 6th, 2021 1st - 6th grades transitioned to full days Monday - Thursdays with Fridays being full distance learning. Approximately 90% of students participate in on-campus instruction. Middle school students also transitioned to in person instruction Monday - Thursday with Friday full distance learning starting April 6, 2021. Overall attendance patterns have remained consistent and positive compared to previous years.

The school has remained open due to the well created and implemented safety and procedural plan for all staff and students including daily family wellness checks, routine sanitation, and COVID testing. The school nurse has been an integral part of the school's success.

Survey data was administered to all stakeholders (Parents, students, staff). Survey results indicated very positive results. 97% parents feel welcomed at ILCS and 91% of 1st - 8th grade students feel welcomed. 99% of parents are happy their child(ren) attend ILCS. 95% of staff (certificated/classified) like working and ILCS, and 79% of 1st-8th grade students like going to school. 92% of all staff feels valued by administration and their team members.

Both TK/Kindergarten had successes with assessments with averages remaining the same or showing gains from previous years.

TK Data shows average academic gains in the area of counting and number identification. On average: For counting - students showed a 1% gain (95% for 2021 compared to 94% in 2019&2020) Numbers ID showed a 7% (78% for 2021 compared to 71% for 2019 & 2020).

Kindergarten Data indicates that for Letter Identification and Letter Sounds student averages remained the same for 2018-2021 (Letter Identification -99% - Letter Sounds - 98%).

Another success includes the school's ability to track pre-pandemic vs pandemic achievement in the areas of reading and math.

From August to February (6 months) 3rd-grade students gained a grade equivalent of:

3rd grade - 1 year average growth which is comparable to the three previous years (2017-2020) of 1 year GE growth. 3rd grade's average GE for 2021 is 4 years 7 months (4.7) which is 1 year 1 month (1.1) grade above the expected gain of 3 years 6 months (3.6). The average GE 2017-2020 was 4 years 7 months (4.7) which equates to no academic loss.

English Language Learner STAR scores grade equivalency on average shows a gain for 1st and 2nd grades for the 2020-2021 school year.

1st grade - Average grade equivalency of 1st grade 9 months (1.9) compared to the expected equivalency of 1st grade 6 months (1.6). 3 months above the expected gain.

2nd grade - Average grade equivalency of 2nd grade 7 months (2.7) compared to the expected equivalency of 2nd grade 6 months (2.6).

In the area of math, in analyzing Pearson math benchmark scores for grades 1st - 6th score either stayed the same or increased. There was no significant learning loss.

Year long average Pearson benchmark scores:

1st grade - 2018-2020 - 73% - 2021 - 76% which is an increase of 3%

2nd grade - 2018-2020-68% - 2021 - 68% - stayed the same
3rd grade - 2018-2020-76% - 2021 - 79% which is an increase of 3%
4th grade - 2018-2020-70% - 2021 - 74% which is an increase of 4%
5th grade - 2018-2020-71% - 2021 - 71% - stayed the same
6th grade - 2018-2020-68%-2020 - 68%- stayed the same

Inland Leaders is in its 2nd year of implementation of Write From the Beginning (WFTB) program. Teachers worked hard to create clear scoring guides which include anchor papers along with consistent rubric scoring.

The school continued to celebrate with award assemblies and ROAR Rallies, albeit virtually, to foster, encourage, and celebrate student leadership.

Special Education (SPED) service minutes remained consistent throughout the Pandemic including counseling and mental health supports in both the general education and SPED programs.

Nutrition services continued uninterrupted to provide meals to free and reduced lunch students in addition to food boxes available through volunteer efforts partnered with regional agencies.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the pandemic, several programs were halted due to distance learning and/or strict safety guidelines that needed to be followed. The school was unable to offer Success Academy (intervention program), electives (enrichment classes), sports (August - March), in-person assemblies, and the use of parent volunteers. There is a need to offer these programs, classes, assemblies, and to utilize parent volunteers to continue the success of ILCS.

It is noted that there is a need to offer options in innovative ways for families and schooling. Student survey results indicated approximately 59% of students in grades 1st - 8th want to be in school, 25% want to be in school and zoom at home, 10% want to zoom at home only, and 6% do not want to attend school at all. (The question: Would you rather...).

There may be a need in the area of student school culture with students being nice to each other and respecting each other. The data differs greatly from pre-pandemic to pandemic.

Pre-pandemic data for students in grades 1st - 6th data indicated that 71% of students felt students are nice and 70% felt that students respected each other. During the pandemic (April 2021) 89% of students feel students are nice and 88% stated students treat each other with respect. Pre-pandemic for middle school data indicated that 57% of students felt students are nice and 45% felt that students respected

each other. During the pandemic (April 2021) 81% of students feel students are nice and 75% stated students treat each other with respect. This may be due to, too minimal interaction due to social distancing and few interactions during play time that score rose significantly.

There is a need to bridge the gap between classified and certificated personnel. 45% of classified staff indicated that they feel there is a divide between certificated and classified staff.

Both Transitional Kindergarten and Kindergarten reveal learning loss in the area of reading.

Transitional Kindergarten data shows learning loss in the areas of Letter Identification and Sounds (August - March). For Letter Identification, on average student scored 7% less than previous years (81% for 2021 compared to 88% for 2019 & 2020). Letter sounds shows a 5% loss. (73% for 2021 compared to 79% for 2019 & 2020).

Kindergarten data reveals learning loss compared to previous years in the areas of foundational skills, sight word recognition, letter teams, and running record levels. (August to March). For Foundational Skills, on average students scored 7% less than previous years. (85% for 2021 compared to 92% for 2018-2020). Sight word scores indicate a 12% loss on average (45% for 2021 compared to 57% for 2018-2020). For Letter Teams a 15% loss was revealed (58% for 2021 compared to 73% for 2018-2020). For reading (running record levels) students show a loss of one reading level (level "C" for 2021 compared to level "D" in 2020). For counting & number recognition a 5% loss was revealed (90% for 2021 compared to 95% for 2018 - 2020).

STAR data reveals learning loss for several grade (1st - 8th) levels on average:
From August to February (6 months) students gained a grade equivalent of:

1st grade - 3 months (.3) compared to 1 year (1) average growth from the three previous years (2017-2020) which indicates a 7 month loss of academic gains. 1st grade average grade equivalency for 2021 is 1st grade 9 months (1.9) which is 3 months above the expected 1st grade 6 month (1.6) growth. The average grade equivalency for 2018-2020 was 2nd grade 7 months (2.7) which equates to an 8 month (.8) loss.

2nd grade - 5 months (.5) compared to 1year (1) average growth from the three previous years (2017-2020) which indicates a 5 months loss of academic gains. 2nd grade average grade equivalency for 2021 is 3rd grade 3 months (3.3) which is 7 months above the expected 2nd grade 6 months (2.6) growth. The average grade equivalency for 2017-2020 was 3rd grade 9 months (3.9) which equates to a 6 month (.6) loss.

4th grade - 7 months (.7) compared to 9 months (.9) average growth from the three previous years (2017-2020) which indicates a 2 month (.2) loss of academic gains. 4th grade average grade equivalency for 2021 is 5 years 5 months (5.5) which is 9 months above the expected 4 years 6 months (4.6) growth. The average grade equivalency 2017-2020 was 5 years 3 months (5.3) which equates to a 2 month (.2) gain.

5th grade - 6 months (.6) compared to 8 months (.8) average growth from the three previous years (2017-2020) which indicates 2 months (.2) of loss in academic gains. 5th grade average grade

equivalency for 2021 is 6th grade 2 months (6.2) which is 6 months above the expected 5th grade 6 months (5.6) growth. The average grade equivalency 2017-2020 was 6th grade 1 months (6.1) which equates to a 1 month (.1) gain.

6th grade - 5 months (.5) compared to 5 months (.5) average growth from the previous two years (2018-2020) of which indicates no months of loss in academic gains. However, the expected growth is 6 months, so there they are 1 month behind the expected gain. 6th grade average grade equivalency for 2021 is 6th grade 8 months (6.8) which is 2 months above the expected 6th grade 6 months (6.6) growth. The average grade equivalency for 2018 - 2020 was 6 years 9 months (6.9) which equates to a 1 month (.1) loss.

7th grade - A negative 1 year 2 months (1.2) compared to 5 months (.5) average growth from the previous year (2019 - 2020) of which indicates 7 months (.7) of loss in academic gains. The grade equivalency is 6th grade 1 month (6.1) for 2020 - 2021 compared to 7th grade 7 months (7.7) which equates to 1 year and 6 months (1.6) loss.

8th grade - 6 months (.6) average growth for 2021 which meets the expected growth of 6 months (.6). The average grade equivalency was 8th grade 1 month (8.1) which is below the expected grade equivalency of 8th grade 6 months (8.6).

English Language Learner STAR scores grade equivalency on average shows a deficit for grades 3 - 8 for the 2020-2021 school year.

3rd grade - Average grade equivalency of 3rd grade 1 month (3.1) compared to the expected gain of 3rd grade 6 months (3.6) which is 5 months (.5) below the expected equivalency.

4th grade - Average grade equivalency of 3rd grade 7 months (3.7) compared to the expected gain of 4th grade 6 months (4.6) which is 9 months (.9) below the expected equivalency.

5th grade - Average grade equivalency of 4th grade 2 months (4.2) compared to the expected gain of 5th grade 6 months (6.6) which is 1 year and 4 months (1.4) below the expected equivalency.

6th grade - Average grade equivalency of 4th grade 4 months (4.4) compared to the expected gain of 6th grade 6 months (6.6) which is 2 years and 2 months (2.2) below the expected equivalency.

7th grade - Average grade equivalency of 4th grade 3 months (4.3) compared to the expected gain of 7th grade 6 months (7.6) which is 3 years and 3 months (3.3) below the expected equivalency.

8th grade - Average grade equivalency of 4th grade 8 months (4.8) compared to the expected gain of 8th grade 6 months (8.6) which is 3 years and 8 months (3.8) below the expected equivalency.

Overall, the analysis of data revealed there is a need to create a system for data to be compared over time for middle school and sub-groups.

Socio-economically Disadvantaged STAR scores grade equivalency on average shows

1st grade - Average grade equivalency of 1st grade 5 months (1.5) compared to the expected equivalency of 1st grade 6 months (1.6). 1 months below the expected gain. 1st grade average for all students grade equivalency for 2021 is 1st grade 9 months (1.9) indicating SES students are 4 months behind their peers.

2nd grade - Average grade equivalency of 3rd grade 1 months (3.1) compared to the expected equivalency of 2nd grade 6 months (2.6). Above the expected gain by 5 months (.5). 2nd grade average for all student's grade equivalency for 2021 is 3rd grade 3 months (3.3) indicating SES students are 2 months behind their peers.

3rd grade - Average grade equivalency of 3rd grade 8 month (3.8) compared to the expected gain of 3rd grade 6 months (3.6) which is 2 months (.5) above the expected equivalency.

4th grade - Average grade equivalency of 4th grade 7 months (4.7) compared to the expected gain of 4th grade 6 months (4.6) which is 1 month (.1) above the expected equivalency. 4th grade average for all student's grade equivalency for 2021 is 5 years 5 months (5.5) indicating SES students are 8 months (.8) behind their peers.

5th grade - Average grade equivalency of 5th grade 5 months (5.5) compared to the expected gain of 5th grade 6 months (5.6) which is 1 month (.1) below the expected equivalency. 5th grade average for all student's grade equivalency for 2021 is 6th grade 2 months (6.2) indicating 7 months (.7) behind their peers.

6th grade - Average grade equivalency of 6th grade 0 months (6.0) compared to the expected gain of 6th grade 6 months (6.6) which is 6 months below the expected equivalency. 6th grade average for all student's grade equivalency for 2021 is 6th grade 8 months (6.8) indicating 8 months (.8) behind their peers.

Survey results indicated there are needs in the following areas of Professional Development:

Support teachers in training their students to assess their own learning with a rubric and setting personal learning goals. For grades TK - 8th; 47% of teachers indicated students are currently being trained.

Train staff in utilizing the 8 key strategies (PBIS)- students indicated for TK - 8th grader -30% of teachers talk about the strategies. 19% of recess coaches talk about the strategies to students.

Critical thinking & writing continues to be an identified need 54% teachers stating assistance is needed in critical thinking and 29% in writing. 43% of teachers feel effective in teaching critical thinking.

In the area of Special Education, Co-Teaching training is a need with 27% of teachers stating support is needed.

There is a need to clearly define the components of what the schools meaning of 21st century skills are

and the next steps in evaluating and implementing the need. Past survey data has included critical thinking, collaboration, and other components.

WASC visiting committee also identified the following critical needs during the school's self-study in 2018:

- 1) Administration and instructional staff need to develop teacher capacity and training through the use of the Pillars Performance system, PLCs and/or other identified system(s) in order to continue to support and advance the entire school's program and increased student outcomes. (WASC)
- 2) Administration and instructional staff need to identify and implement instructional strategies, curriculum and interventions in order to improve outcomes for English Learners (EL) and any other identified underperforming student groups. (WASC)
- 3) Administration and instructional staff need to be trained in and implement 21st Century skills for critical thinking, global thinking, and writing in order to improve student outcomes and prepare students for transition into their next educational environment. (WASC)
- 4) Administration and staff need to implement Next Generation Science Standards (NGSS) schoolwide to prepare students for the new standards including curricular, instructional and assessment components to ensure student achievement of standards. Additionally, administration and staff need to implement any other newly identified standards when adopted, such as Social Studies. (WASC)
- 5) Administration, staff, and stakeholders need to develop middle school-specific initiatives that support academics, healthy relationships, and student engagement/ownership of the program and to meet student academic and socio-emotional needs. (WASC)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Local Control Accountability Plan (LCAP) highlights include offering in person with a safe and effective plan during the COVID-19 pandemic with a waiver approved by the county public health department. We are one of only a few public schools that offered in person instruction to students. Approximately 85% students started modified seat based schedule in September, transitioning to 90% percent by April. The school utilized an extensive use of surveys for all stakeholders, various community meetings, and the extension of LCAP conversations to special interest groups beyond the stipulated LCAP requirements. The school finance committee comprised of parents, staff, administration and board members continue to analyze the stakeholder LCAP data, determine appropriate actions, and assign monetary amounts to the budget to support actions and services. In addition, the finance committee meets monthly to monitor current year LCAP expenses and determine if expenses are occurring at site and district levels.

THRIVE committees were formed to create our new LCAP goals, actions, and services. The team

created and analyzed survey data. THRIVE committees will be an on-going support to the LCAP process that provide feedback and recommendations to the finance and ILCS Board. These committees provide greater stakeholder participation as compared to the past.

Due to state assessments not being administered in 2020, current benchmark scores for 2021 have been analyzed. Data was available to analyze and compare from pre-pandemic to the current year. This provided the information necessary to make instructional decisions on closing the achievement gaps.

Other highlights include the system in which our school staff set professional targets aligned to school wide LCAP goals. Each instructor is required to set class goals/targets in one of the 4 LCAP goals; Retain and Train Teachers; 90% proficiency for all students; technology and leadership culture. Professional Learning Communities (weekly teacher groups) have aligned their work with LCAP goals to ensure unity of professional development, goals, and actions moving forward. These targets and goals will be transitioning to our new three LCAP Goals of Innovate systems, programs and practices to provide greater access and options to improve student learner outcomes, Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap, and Cultivate a safe and structured environment building strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards.

Staff survey data reveal overall satisfaction and effectiveness of the school program encompassing school culture, student achievement, 21st century schools, and teacher retention indicating approximately 98% satisfaction. As a school of choice, very few families have chosen to exit our program from year to year and less than 1% indicate any dissatisfaction with instructional programs. Our parent surveys demonstrate that the overwhelming majority of parents and staff feel the school is safe, well organized, and care for their student.

Other highlights include our positive behavior intervention system (PBIS) called ROAR. We used on-going data to leverage student/classroom behavior resulting in each classroom and grade level setting goals for improvement. Due to the pandemic, behavior has been less of an issue. ILCS has adopted "8 Key Strategies" to support students with purpose & personal responsibility in all grade levels. "Brainiac's with Heart" was developed to support students toward purpose/interestbased learning, academic proficiency, leadership, and kindness. This program is now in its 3rd year of implementation schoolwide and has noted tremendous improvements in students' attitudes and motivation toward school and is led by the schools leadership coach.

Targeted classes with the school's leadership coach were started to support student leadership for at risk populations and create a closer connection among students who struggle to make friends and feel motivated to attend school.

Community service continues to be a school wide focus in which all grade levels participate in service projects. As students recognize the impact their love and energy can have on others around the world, it builds confidence and the capacity for them to strive to help others through their own learning. Ultimately they are working and learning for a purpose. Service projects were put on hold during Covid-19.

"Write from the Beginning" professional development is in its 2nd year of implementation which compliments the Thinking Maps program which is in its 3rd year of implementation. Other highlights from the LCAP include a visual/graphic image of the LCAP goals for our stakeholders along with a "Tree" graphic that demonstrates how the LCAP, school philosophy, student learner outcomes and the mission/vision interact and coincide.

In sum, the LCAP process has been a part of the school culture of strategic planning, parent collaboration and targeted budgeting since the school's inception. ILCS continues to demonstrate strong student performance in a safe and caring environment that stakeholders trust and respect.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The school involved all stakeholders through THRIVE committees. The THRIVE committees consist of 3 teams, Accelerate, Cultivate, & Innovate. The teams which consisted of staff and parents met and created surveys to disseminate to students, parents, & staff. Survey results were collected and analyzed to create the school's goals, outcomes, actions & services.

A summary of the feedback provided by specific stakeholder groups.

Survey Data results from the THRIVE committees indicated both success and needs results. Survey data was administered to all stakeholders (Parents, students, staff). Survey results indicated very positive results. 97% parents feel welcomed at ILCS and 91% of 1st - 8th grade students feel welcomed. 99% of parents are happy their child/ren attend ILCS. 95% of staff (certificated/classified) like working and ILCS, and 79% pf 1st-8th grade students like going to school. 92% of all staff feels valued by administration and their team members.

It is noted that there is a need offer options in innovative ways for families and schooling. Student survey results indicated approximately 59% of students in grades 1st - 8th want to be in school, 25% want to be in school and zoom at home, 10% want to zoom at home only, and 6% do not want to attend school at all. (The question: Would you rather...).

There may be a need in the area of student school culture with students being nice to each other and respecting each other. The data differs greatly from pre-pandemic to post pandemic. Pre-pandemic data for students in grades 1st - 6th data indicated that 71% of students felt students are nice and 70% felt that students respected each other. During the pandemic (April 2021) 89% of students feel students are nice and 88% stated students treat each other with respect. Pre-pandemic for middle school data indicated that 57% of students felt students are nice and 45% felt that students respected each other. During the pandemic (April 2021) 81% of students feel students are nice and 75% stated students treat each other with respect. This may be due to little interaction due to social distancing and few interactions during play time.

There is a need to bridge the gap between classified and certificated personnel. 45% of classified staff indicated that they feel there is a divide between certificated and classified staff. Certificated staff results indicate a need in professional development:

Survey results indicated there are needs in the following areas of Professional Development:

Support teachers in training their students to assess their own learning with a rubric and setting personal learning goals. For grades TK - 8th; 47% of teachers indicated students are currently being trained.

Train staff in utilizing the 8 key strategies (PBIS)- students indicated for TK - 8th grader -30% of teachers talk about the strategies. 19% of recess coaches talk about the strategies to students.

Critical thinking and writing continues to be an identified need 54% teachers stating assistance is needed in critical thinking and 29% in writing. 43% of teachers feel effective in teaching critical thinking.

In the area of Special Education, Co-Teaching training is a need with 27% of teachers stating support is needed.

There is a need to bridge the gap between classified and certificated personnel. 45% of classified staff indicated that they feel there is a divide between certificated and classified staff.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

ILCS stakeholders have greatly influenced the LCAP plan. Survey results from all stakeholders have been included in the plan attached with actions and services. For the three goals, cultivate was influenced by parents, staff, and students. Accelerate was influenced by staff and student achievement data. Innovate was influenced by the school board, students, staff, & parents.

Goals and Actions

Goals

| Goal # | Description |
|--------|--|
| Goal 1 | Innovate systems, programs and practices to provide greater access and options to improve student learning outcomes. |

An explanation of why the LEA has developed this goal.

The vision of the Inland Leaders is to sustain a high-quality community charter school founded upon innovative instruction and character education to create 21st-century leaders. ILCS' mission states ILCS is "committed to providing a world-class education for students that will equip them with the critical 21st Century Skills necessary to be successful leaders in life." These past few years, in particular the pandemic period, have demonstrated the importance of innovation in our schools. Survey data indicates there is a need to offer options in innovative ways for students and families. Student survey results indicated approximately 59% of students in grades 1st - 8th grade desire to be in school, 25% want to be in school and Zoom at home, 10% want to Zoom at home only, and 6% do not want to attend school at all.

In addition, the school is currently in mid-cycle for WASC accreditation. One specific WASC critical need cited that administration and instructional staff need to be trained in and implement 21st Century Skills for critical thinking, global thinking, and writing in order to improve student outcomes and prepare students for transition into their next educational environment. (WASC critical need)

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|-----------------------|-----------------------|-----------------------|---|
| Hybrid enrollment and attendance records Device and internet access records Academic student achievement for students enrolled in hybrid program: state and local assessments | 3rd-6th grades currently have a hybrid program enrollment of zero students for the 2020-2021 school year (except for pandemic-related hybrid students). Hybrid student achievement data baseline is not available | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Hybrid enrollment of 100 students with average ILCS growth and proficiency scores to demonstrate that student achievement progress is comparable to the site-based program. Basic one year of growth for hybrid students on |

since no students are enrolled in the program during the current year. Hybrid enrollment and attendance will be determined in Year 1 of its implementation

Device and internet access is currently is above 90%

STAR assessment and local benchmarks.

| | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|---|
| <p>Stakeholder surveys 21st Century Skills assessment tool</p> | <p>Teacher survey data indicates that teachers have the resources needed to implement effective use of technology, but data is not evident that 21st Century Skills have been effectively implemented in the classrooms.</p> <p>Teacher Survey Data: Average percent of teaching staff implementing 21st Century Skills 44%</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>75% of instructional staff indicate on surveys that they are implementing 21st Century Skills in their classrooms and are well trained to do so.</p> |
|--|---|------------------------------|------------------------------|------------------------------|---|

| | | | | | |
|---|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| Number of Hot Spots Available - needs met per request Computers/iPads - 1 to 1 including staff and students with updated equipment to handle higher-level processing | Baseline to be determined | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% up to date technology & devices |
|---|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|

Actions

| Action # | Title | Description | Total Funds | Contributin |
|-----------|--|--|-------------|-------------|
| Action #1 | 21st Century Skills Implementation | -Teachers trained to utilize commonsense.org to teach 21st Century Skills and digital literacy to K-8 students including materials to support the digital literacy program. -Global learning initiatives - | \$3,500.00 | No |
| Action #2 | Student and teacher technology devices (non-hybrid) | Provide technology devices to students and teachers that are updated to handle higher-level learning processes including internet hotspots for students without reliable internet. | \$22,000.00 | Yes |
| Action #3 | Hybrid program materials, stipends, training and equipment | Purchase of hybrid materials, professional development, teacher stipends, and equipment to support the new instructional hybrid program. | \$66,000.00 | No |

| Action # | Title | Description | Total Funds | Contribution |
|-----------|--------------------------|--|-------------|--------------|
| Action #4 | Professional development | Professional Development for instructional staff to develop innovative practices in their classrooms including personalizing student education and effective instructional strategies as documented by Hattie, Fisher and Frey. CUE conference attendance. Specific training will focus on English Learner supports. | \$14,797.00 | Yes |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

| Goal # | Description |
|--------|-------------|
|--------|-------------|

| | |
|--------|--|
| Goal 2 | Accelerate 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap. |
|--------|--|

An explanation of why the LEA has developed this goal.

Pre-pandemic the school was well on its way toward the 90% proficiency mark. Outcome #3 & 4 indicates previous results along with scores during the pandemic which indicate a clear learning loss. There is a need to accelerate students who are currently experiencing the achievement gap. Student academic achievements indicate learning loss due to the pandemic. Both Transitional Kindergarten and Kindergarten reveal learning loss in the area of reading and a need to address ELA in the primary grade levels. English Learner reading scores also demonstrate the need to focus intervention efforts on the higher grade levels as the achievement gap become even more evident.

Additionally, STAR reading scores indicate that all grade levels, except third, scored below their average growth from previous years and progress was slower than normal. Third grade demonstrated average growth scores compared to previous years.

Achievement data analyzed was from August of 2020 to February of 2021 in order to capture the most recent student assessments given.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|-----------------------------|---|-----------------------|-----------------------|-----------------------|--|
| Human Resources data system | 97% of all staff credentialed/licensed as highly qualified under state law. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of all staff credentialed/licensed as highly qualified under state law. |

| | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|--|
| <p>Teacher surveys - Are students being trained to assess their own learning? Students are utilizing self-reported grading to assess their progress.</p> | <p>Currently, 47% of students are students being trained to assess their own learning with a rubric according to the teachers' surveys. Self-reported grading questions on surveys to be developed.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>77% of students are students being trained to assess their own learning with a rubric? 77% of teachers indicated students are utilizing self-reported grading.</p> |
| <p>3% more students proficient in math, ELA, and science on state assessments and 3% or one-grade level growth on local benchmarks. Increase student proficiency for EL and low SES students by 3% or 1 year growth Grades K-8 writing benchmark</p> | <p>Transitional Kindergarten -Letter Identification and Sounds (August 2020 - March 2021). For Letter Identification, on average 81% & Letter sounds 73%. Kindergarten -</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>9% more students proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks Improve EL levels to the yellow color on the state</p> |

Foundational Skills - 85%. Sight - 45%. Letter Teams - 58%. For reading - running recored level average "C". STAR data reveals learning loss for several grade (1st - 8th) levels on average: From August to February (6 months) students gained a grade equivalent of:

1st grade - 3 months (.3) compared to 1 year (1) average growth from the three previous years (2017-2020) which indicates a 7 month

dashboard for EL student performance in math and ELA Grades K-8 overall local writing benchmark proficiency at 75%

loss of academic gains. 1st grade average grade equivalency for 2021 is 1st grade 9 months (1.9) which is 3 months above the expected 1st grade 6 month (1.6) growth. The average grade equivalency for 2018-2020 was 2nd grade 7 months (2.7) which equates to an 8 month (.8) loss.

2nd grade - 5 months (.5) compared to 1year (1) average growth from the three previous years (2017-2020) which indicates a 5 months loss of

academic gains. 2nd grade average grade equivalency for 2021 is 3rd grade 3 months (3.3) which is 7 months above the expected 2nd grade 6 months (2.6) growth. The average grade equivalency for 2017-2020 was 3rd grade 9 months (3.9) which equates to a 6 month (.6) loss.

4th grade - 7 months (.7) compared to 9 months (.9) average growth from the three previous years (2017-2020) which indicates a 2 month

(.2) loss of academic gains. 4th grade average grade equivalency for 2021 is 5 years 5 months (5.5) which is 9 months above the expected 4 years 6 months (4.6) growth. The average grade equivalency 2017-2020 was 5 years 3 months (5.3) which equates to a 2 month (.2) gain.

5th grade - 6 months (.6) compared to 8 months (.8) average growth from the three previous years (2017-2020) which indicates 2 months (.2)

of loss in academic gains. 5th grade average grade equivalency for 2021 is 6th grade 2 months (6.2) which is 6 months above the expected 5th grade 6 months (5.6) growth. The average grade equivalency 2017-2020 was 6th grade 1 months (6.1) which equates to a 1 month (.1) gain.

6th grade - 5 months (.5) compared to 5 months (.5) average growth from the previous two years (2018-2020) of which indicates no months

of loss in academic gains. However, the expected growth is 6 months, so there they are 1 month behind the expected gain. 6th grade average grade equivalency for 2021 is 6th grade 8 months (6.8) which is 2 months above the expected 6th grade 6 months (6.6) growth. The average grade equivalency for 2018 - 2020 was 6 years 9 months (6.9) which equates to a 1 month (.1) loss.

7th grade -
A negative
1 year 2
months

(1.2) compared to 5 months (.5) average growth from the previous year (2019 - 2020) of which indicates 7 months (.7) of loss in academic gains. The grade equivalency is 6th grade 1 month (6.1) for 2020 - 2021 compared to 7th grade 7 months (7.7) which equates to 1 year and 6 months (1.6) loss.

8th grade - 6 months (.6) average growth for 2021 which meets the expected growth of 6 months (.6). The average grade

equivalency was 8th grade 1 month (8.1) which is below the expected grade equivalency of 8th grade 6 months (8.6).

Math
TK -
Numbers recognition - 78%.
Kindergarten
-Counting & number recognition - 90%

Year long average Pearson benchmark scores:
1st grade - 76%
2nd grade -68%
3rd grade - 76%
4th grade - 74%
5th grade - 71%
6th grade - 68%

| | | | | | |
|---|------------------|-----------------------|-----------------------|-----------------------|------------------|
| Increase student proficiency for EL and low SES | English Language | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 9% more students |
|---|------------------|-----------------------|-----------------------|-----------------------|------------------|

students by 3% or 1 year growth Grades K-8 writing benchmark

Learner STAR scores grade equivalency on average shows a deficit for grades 3 - 8 for the 2020-2021 school year.

1st grade - Average grade equivalency of 1st grade 9 months (1.9) compared to the expected equivalency of 1st grade 6 months (1.6). 3 months above the expected gain.

2nd grade - Average grade equivalency of 2nd grade 7 months (2.7) compared to the expected equivalency of 2nd

proficient in math, ELA, and science on state assessments and 9% or one-grade level average growth each year on local benchmarks

Improve EL levels to the yellow color on the state dashboard for EL student performance in math and ELA. Maintain or improve SES levels at green or to blue on the state dashboard for SES student performance in math and ELA. Grades K-8 overall local writing benchmark proficiency at 75%

grade 6
months
(2.6).

3rd grade -
Average
grade
equivalency
of 3rd
grade 1
month (3.1)
compared
to the
expected
gain of 3rd
grade 6
months
(3.6) which
is 5 months
(.5) below
the
expected
equivalency.

4th grade -
Average
grade
equivalency
of 3rd
grade 7
months
(3.7)
compared
to the
expected
gain of 4th
grade 6
months
(4.6) which
is 9 months
(.9) below
the
expected
equivalency.

5th grade -
Average
grade
equivalency
of 4th
grade 2
months
(4.2)
compared
to the
expected
gain of 5th
grade 6
months
(6.6) which
is 1 year
and 4
months
(1.4) below
the
expected
equivalency.

6th grade -
Average
grade
equivalency
of 4th
grade 4
months
(4.4)
compared
to the
expected
gain of 6th
grade 6
months
(6.6) which
is 2 years
and 2
months
(2.2) below
the
expected

equivalency.

7th grade -
Average
grade
equivalency
of 4th
grade 3
months
(4.3)
compared
to the
expected
gain of 7th
grade 6
months
(7.6) which
is 3 years
and 3
months
(3.3)

SES

Socio-
economically

Disadvantaged
STAR
scores
grade
equivalency
on average
shows

1st grade -
Average
grade
equivalency
of 1st grade
5 months
(1.5)
compared
to the
expected

equivalency
of 1st grade
6 months
(1.6). 1
months
below the
expected
gain. 1st
grade
average for
all students
grade
equivalency
for 2021 is
1st grade 9
months
(1.9)
indicating
SES
students
are 4
months
behind their
peers.

2nd grade -
Average
grade
equivalency
of 3rd
grade 1
months
(3.1)
compared
to the
expected
equivalency
of 2nd
grade 6
months
(2.6).
Above the
expected
gain by 5
months (.5).
2nd grade

average for all student's grade equivalency for 2021 is 3rd grade 3 months (3.3) indicating SES students are 2 months behind their peers.

3rd grade - Average grade equivalency of 3rd grade 8 month (3.8) compared to the expected gain of 3rd grade 6 months (3.6) which is 2 months (.5) above the expected equivalency.

4th grade - Average grade equivalency of 4th grade 7 months (4.7) compared

to the expected gain of 4th grade 6 months (4.6) which is 1 month (.1) above the expected equivalency.

4th grade average for all student's grade equivalency for 2021 is 5 years 5 months (5.5) indicating SES students are 8 months (.8) behind their peers.

5th grade - Average grade equivalency of 5th grade 5 months (5.5) compared to the expected gain of 5th grade 6 months (5.6) which is 1 month (.1) below the

expected
equivalency.

5th grade
average for
all student's
grade
equivalency
for 2021 is
6th grade 2
months
(6.2)
indicating 7
months (.7)
behind their
peers.

6th grade -
Average
grade
equivalency
of 6th
grade 0
months
(6.0)
compared
to the
expected
gain of 6th
grade 6
months
(6.6) which
is 6 months
below the
expected
equivalency.

6th grade
average for
all student's
grade
equivalency
for 2021 is
6th grade 8
months
(6.8)
indicating 8
months (.8)

| | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|---|
| | <p>behind their peers.</p> <p>Baseline writing data to be analyzed in future years once benchmarks are fully implemented.</p> | | | | |
| <p>Teacher Surveys Questions -Do you find PLC's valuable? I believe we can make our 90% proficient mark. Professional development notes and agendas PLC notes from teachers</p> | <p>Do you find PLC's valuable? 70% I believe we can make our 90% proficient mark - 73% Questions regarding the success of professional development at ILCS to be developed and asked in future years</p> | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | <p>Do you find PLC's valuable? 80% I believe we can make our 90% proficient mark - 90% 80% of the teachers indicate that professional development was valuable.</p> |

Actions

| Action # Title | Description | Total Funds | Contributin |
|----------------|-------------|-------------|-------------|
|----------------|-------------|-------------|-------------|

| Action # | Title | Description | Total Funds | Contribution |
|-----------|------------------------------------|--|----------------|--------------|
| Action #1 | Hire and retain high quality staff | <p>ILCS is committed to hiring high quality credentialed/licensed staff as a primary initiative that leads to the success of students. Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are:</p> <ul style="list-style-type: none"> -credentialed -screened, interviewed and observed “teaching in action” prior to hire -participate in PLC with grade level prior to hire (WASC critical need 2) | \$3,900,002.00 | No |
| Action #2 | Professional Development | <p>Targeted training for teachers to work with students with learning loss and are behind academically, including sub-groups to scaffold common core and engage them in the learning process including areas of professional learning communities, English Language Learner, self-reported grading and rubrics, Thinking Maps, writing, Co-Teaching, Coaching, Pillars Rubric and Refinement. This will include designated teachers to attend Thinking maps training for English Language Learners, along with continued writing training, self-reported grading, co-teaching, and 21st Century Skills training. Additionally, the work of Doug Fisher’s Visibly Literacy along with John Hattie’s effect size research will be analyzed in PLCs. Also includes staff training on using data systems to analyze student achievement data. WASC critical need- 21st Century Skills.</p> | \$25,000.00 | Yes |
| Action #3 | Curriculum and Assessment | <p>Refine benchmark assessments and curriculum in core content to clearly align with state standards expectations. Purchase of assessments and curriculum to specifically support sub-groups of students and student learning in the core content. WASC critical area 4.</p> | \$19,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contribution |
|-----------|----------------------------|--|-------------|--------------|
| Action #4 | High Quality Interventions | Provide high-quality interventions (onsite and online) and curriculum that demonstrate marked improvement in student achievement through data analysis and decrease subgroup achievement gaps with the support of a part-time intervention specialist and through the use of teachers before, during, and after school and during summers and intercession periods. Involves the use of supplemental materials, curriculum, equipment and software to improve learning for unduplicated students and students with disabilities. (WASC critical need #2) | \$90,000.00 | Yes |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 3 | Cultivate a safe and structured environment harnessing strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards. |

An explanation of why the LEA has developed this goal.

Stakeholder input revealed parents are satisfied in all areas with ILCS. However, there is a continued need to provide a supportive and safe environment for students including social-emotional services. It is noted that there is a need to offer options in innovative ways for families and schooling. Student survey results indicated approximately 59% of students in grades 1st - 8th want to be in school, 25% want to be in school and zoom at home, 10% want to zoom at home only, and 6% do not want to attend school at all.

There may be a need in the area of student school culture with students being nice to each other and respecting each other. The data differs greatly from pre-pandemic to pandemic periods.

Pre-pandemic data for students in grades 1st - 6th data indicated that 71% of students felt students are nice and 70% felt that students respected each other. During the pandemic (April 2021) 89% of students feel students are nice and 88% stated students treat each other with respect. Pre-pandemic for middle school data indicated that 57% of students felt students are nice and 45% felt that students respected each other. During the pandemic (April 2021) 81% of students feel students are nice and 75% stated students treat each other with respect. This may be due to little interaction resulting from social distancing and few interactions during playtime that scores rose significantly.

There is a need to bridge the gap between classified and certificated personnel. 45% of classified staff indicated that they feel there is a divide between certificated and classified staff.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|--|--|-----------------------|-----------------------|-----------------------|--|
| School Culture Survey School-wide School Culture Middle School Teacher / Student Only Survey | Student Survey Question: Do you like coming to school 1st - 6th grade - Average | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Survey data will show a 10% positive increase for all questions. Middle |

pre-pandemic/post-pandemic - 79% of students stated they like coming to school
7th & 8th grade - Average pre-pandemic/post-pandemic - 63% of students stated they like coming to school

Question:
Are students nice
1st - 6th grade - Average pre-pandemic/post-pandemic - 80% of students stated they like coming to school
7th & 8th grade - Average pre-pandemic/post-pandemic - 69% of students stated they like coming to school

School staff surveys reveal 80% satisfaction/appro ratings on instructional supports/ positive mindset and healthy relationships.

Question:
Students at
my school
respect
each other
1st - 6th
grade -
Average
pre-
pandemic/post-
pandemic -
79% of
students
stated they
like coming
to school
7th & 8th
grade -
Average
pre-
pandemic/post-
pandemic -
60% of
students
stated they
like coming
to school

Question:
Do your
teachers
talk about
the 8 key
strategies:
1st - 6th
grade -
44%
7th & 8th
grade -
16%

Teacher
Survey
Question:
How often

do you
refer to the
8 key
strategies?
- 70%
daily/weekly

Middle
School
Teacher
Survey
Question:
Do you find
PLC's
valuable?
33%

Question: I
believe we
can make
our 90%
proficient
mark - 50%
Question: I
am
supported
with 504,
IEP, SST,
and EL
interventions.
33%

Support
Staff
Survey
Question:
Do you feel
there is a
divide
between
certificated
and
classified
staff - 45%
classified

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|---|
| | staff indicated a divide | | | | |
| Suspension rate Aeries behavior data | 2019-2020: 8 students suspended | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Suspension rate reduced by 1% each year Major Behavior incidents reduced by 1% a year |
| Attendance rate data Student Contract Accountability Meeting data recorded by action plans written | Attendance rate= Mike to get Student Contract Accountability Plan: number of families met with in 2020-2021: | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 98% attendance rate for 2023-2024 Student Contract Accountability Meetings reduced to 5 families a year |
| Leadership Student Assessment | Assessment to be developed and administered to students in year 1 starting with grades 6-8. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Leadership assessments developed for all grade levels. |
| Parent and Community partnerships Parent Survey | Parent Survey Questions: My family | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain current parent satisfaction |

Data Community
outreach
opportunities
Parent
Participation -
Hybrid /
Independent
Study

feels
welcomes
at ILCS -
99%
I feel ILCS
does a
good job
with
community
building -
95%
My voice
matters at
ILCS - 93%
(2019-
2020)
Do you feel
there are
volunteer
opportunities
in your
child's
classroom
and/or
school? -
93% (2019-
2020)
The school
clearly
communicates
how to get
involved -
98% (2019-
2020)

No data at
current time
for
outreach
opportunities
or hybrid
participation
and
satisfaction
survey.
The

baseline
data
Parent
satisfaction
data on the
hybrid
program -
90%
satisfaction.
Community
outreach
opportunities
- 3 events
per year.

| | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|---------------------------|
| | baseline will be developed for the 21-22 school year. | | | | |
| Parent Survey regarding safe schools & facilities | <p>Survey Questions:</p> <p>Question: My Child's School is a safe place to be - 95%</p> <p>Question: How safe are the school's facilities? - 98%</p> <p>Question: How clean do you feel the facilities are? - 99%</p> | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain current baseline |

Actions

| Action # | Title | Description | Total Funds | Contributin |
|-----------|--------------------------------|--|--------------|-------------|
| Action #1 | Student well-being initiatives | <p>-Provide mental health support for students in all grade levels. Costs to include Mental Health Counselor; Student Leadership Coach; School psychologist; English Learner Liaison</p> <p>-Provide physical health-related services: Costs to include School Nurse, health tech, health office supplies and equipment, PE teachers, PE assistants, PE supplies,</p> <p>-Attendance monitoring & student celebrations</p> | \$365,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contribution |
|-----------|-----------------------------------|---|--------------|--------------|
| Action #2 | Staff well-being initiatives | <ul style="list-style-type: none"> -Provide celebrations and recognition events for classified and certificated employees - "Cultivate days" for staff led and organized by the Thrive Cultivate Team -Provide competitive health plan to cover employee medical and health needs. -Pulse survey checks on employee and their mental health -Provide opportunities for staff to participate in physical activity | \$670,000.00 | No |
| Action #3 | Student Behavior/PBIS/ Leadership | <ul style="list-style-type: none"> -Provide PBIS program enhancements in which students track their class and grade level behavior data and provide input as to solutions for student behavior issues -Refine the leadership program to create intrinsic motivation and inspiration to students to lead in their communities and understand the value of life-long leadership. -Develop leadership rubric/assessment for each grade level -Refine and analyze middle school surveys to provide relevant data to include students and faculty in solving "culture" issues. -Provide training to staff, students, and parents regarding the leadership programs (8 key strategies) - "Real-life" leadership field trips to engage students in our region and support the area's needs -Leadership coach position to support the initiative and teach leadership classes -Parent/Student outreach coordinator to support student activities and leadership experiences -Parent workshops including (Title 1 included) | \$103,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributin |
|-----------|-------------------------------|--|--------------|-------------|
| Action #4 | Safe and clean schools | Security system upgrades to include new security cameras, network equipment, firewall, cybersecurity Maintenance/ repair on sites and buildings Cleaning and sanitation of school facilities Updates to the comprehensive school safety plan to improve emergency protocols Visitor screening program | \$195,000.00 | No |
| Action #5 | Parent/Community Partnerships | -Offer opportunities for parent involvement with participating in school events and decision-making processes. -Parent involvement to include support with student achievement -Activities Coordinator to create opportunities/events for community outreach -Title 1 parent nights | \$1,800.00 | Yes |

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.12% | \$537,749.00 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- 1). Foster youth, English Learners and low-income students are considered as the "first focus" of every metric analyzed to determine if these populations of students are being well served and supported above and beyond other students. ILCS is transitioning to a new data analytics program that will support the effort to more closely disaggregate information for unduplicated pupils as well.
2. Actions and services for unduplicated pupils are carefully researched and school intervention staff

and administration determine what actions, and specifically interventions, would be most effective for student progress. The school has transformed more of its traditional intervention strategies into more student-based strategies that include social-emotional supports, parent collaboration and instructional practices to provide greater access and increased resources such as one-to-one devices.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Inland Leaders maintains less than the 55% unduplicated count for concentration funds and only receives supplemental funds. Expenses for the use of supplemental funds are noted in the LCAP actions and services sections of the document under the budget resources sections. Supplemental funds will be expensed at or over the percentage required to improve or increase services for unduplicated students.

Plans to increase services for the 2021-2022 school year include the expansion of our summer school program to include greater amounts of students and more days of summer instruction. Currently, the school provides summer school for 12 days for kindergarten through 8th grade. ILCS is working to provide additional days of summer school and an expansion of student participation for the 21-22 school year summer session.

ILCS currently provides wifi/internet hotspots for families who qualify as an unduplicated pupil. Unduplicated pupils are also provided with one-to-one computing devices.

Additionally, ILCS recently was approved to receive Title 1 Part A funding to support unduplicated pupils in addition to supplemental state funding. ILCS has determined to use Title 1 funds in coordination with supplemental funds to provide a new intervention specialist to provide coordination of the intervention program as well as direct services to Title 1 students.

Additional expenses are planned to support parent workshops for unduplicated pupil families, before and after school interventions, educational software, books/materials, wifi hotspots, counseling, health services, and miscellaneous related expenses.

Supplemental funds are also used to support the EL population through the foreign language support positions that include teachers, office clerks and other positions to provide instructional support and translation services.

Funds will be utilized to continue to fund a Leadership Coach position that will work directly with families to assist unduplicated students who need additional support to be successful and onboarding for new students.

Total Expenditures Table

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | 21st Century Skills Implementation | All students | \$3,500.00 | \$0.00 | \$0.00 | \$0.00 | \$3,500.00 |
| 1 | 2 | Student and teacher technology devices (non-hybrid) | | \$22,000.00 | \$0.00 | \$0.00 | \$0.00 | \$22,000.00 |
| 1 | 3 | Hybrid program materials, stipends, training and equipment | All students | \$36,000.00 | \$30,000.00 | \$0.00 | \$0.00 | \$66,000.00 |
| 1 | 4 | Professional development | | \$12,997.00 | \$0.00 | \$0.00 | \$1,800.00 | \$14,797.00 |
| 2 | 1 | Hire and retain high quality staff | All students | \$3,500,002.00 | \$0.00 | \$0.00 | \$400,000.00 | \$3,900,002.00 |
| 2 | 2 | Professional Development | | \$20,000.00 | \$0.00 | \$0.00 | \$5,000.00 | \$25,000.00 |
| 2 | 3 | Curriculum and Assessment | | \$18,000.00 | \$0.00 | \$0.00 | \$1,200.00 | \$19,200.00 |
| 2 | 4 | High Quality Interventions | | \$25,000.00 | \$0.00 | \$0.00 | \$65,000.00 | \$90,000.00 |
| 3 | 1 | Student well-being initiatives | | \$345,000.00 | \$0.00 | \$0.00 | \$20,000.00 | \$365,000.00 |

| | | | | | | | | |
|---|---|----------------------------------|--------------|--------------|-------------|--------|------------|--------------|
| 3 | 2 | Staff well-being initiatives | none | \$670,000.00 | \$0.00 | \$0.00 | \$0.00 | \$670,000.00 |
| 3 | 3 | Student Behavior/PBIS/Leadership | | \$100,000.00 | \$0.00 | \$0.00 | \$3,500.00 | \$103,500.00 |
| 3 | 4 | Safe and clean schools | All students | \$105,000.00 | \$90,000.00 | \$0.00 | \$0.00 | \$195,000.00 |
| 3 | 5 | Parent/Community Partnerships | | \$0.00 | \$0.00 | \$0.00 | \$1,800.00 | \$1,800.00 |

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$4,857,499.00 | \$120,000.00 | \$0.00 | \$498,300.00 | \$5,475,799.00 |

| Total Personnel | Total Non-Personnel |
|-----------------|---------------------|
| \$59,449,026.00 | \$11,736,361.00 |

Contributing Expenditures Tables

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|---|----------|-------------------------------|-------------|-------------|-------------|
| 1 | 2 | Student and teacher technology devices (non-hybrid) | LEA-wide | Low SES | All Schools | \$22,000.00 | \$22,000.00 |
| 1 | 4 | Professional development | LEA-wide | EL students | All Schools | \$12,997.00 | \$14,797.00 |
| 2 | 2 | Professional Development | LEA-wide | EL students, low SES, | All Schools | \$20,000.00 | \$25,000.00 |

| | | | | | | | |
|---|---|----------------------------------|----------|---|-------------|--------------|--------------|
| 2 | 3 | Curriculum and Assessment | LEA-wide | Low SES; Foster; EL | All Schools | \$18,000.00 | \$19,200.00 |
| 2 | 4 | High Quality Interventions | LEA-wide | EL students, low SES, homeless, foster | All Schools | \$25,000.00 | \$90,000.00 |
| 3 | 1 | Student well-being initiatives | LEA-wide | Low SES; Foster Youth; English Learners | All Schools | \$345,000.00 | \$365,000.00 |
| 3 | 3 | Student Behavior/PBIS Leadership | LEA-wide | Low SES; Foster; EL | All Schools | \$100,000.00 | \$103,500.00 |
| 3 | 5 | Parent/Community Partnerships | LEA-wide | EL; foster; Low ses | All schools | \$0.00 | \$1,800.00 |

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|--------------|
| Total: | | |
| LEA-wide Total: | \$542,997.00 | \$641,297.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

Annual Update Table Year 1

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|-----------------------|-----------------------|----------------------------|--|--|-------------------------------------|
| [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] |

| Totals | Planned Expenditure Table | Estimated Actual Total |
|--------|---------------------------|------------------------|
|--------|---------------------------|------------------------|

| | | |
|--------|-----------------------|-----------------------|
| Totals | [Intentionally Blank] | [Intentionally Blank] |
|--------|-----------------------|-----------------------|

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill

1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the

LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement - An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils,

English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as

appropriate.

- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.” Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in

response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24

LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|--|--|--|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2020–21 . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action

contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not

need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and

provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need

in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity.

Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s);** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
 - If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-personnel:** This amount will be automatically calculated.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.